



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ACADEMY FOR YOUNG WRITERS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K404

PRINCIPAL: COURTNEY WINKFIELD **EMAIL:** CWINKFIELD@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Courtney Winkfield	*Principal or Designee	
Pamela Casna	*UFT Chapter Leader or Designee	
Audrey Graves	*PA/PTA President or Designated Co-President	
Euralene Davis	DC 37 Representative, if applicable	
Raphael Garcia	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Tanisha Brown-Daniel	Member/	
Ana Guzman	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- **We will improve teacher effectiveness by developing an instructional framework and rubric (based on the Danielson model) that conveys a shared understanding of excellent teaching and support teachers in moving at least one level in their goal domain.**

Comprehensive needs assessment

- We have a clearly articulated instructional vision built around Understanding by Design and Habits of Mind.
- We have developed a strong culture of teamwork and collaboration and we have a staff who believes in and is invested in our instructional vision.
- There is a need, based on observation data, to support the work of differentiating instruction more skillfully in all classrooms.
- We want to create additional measures of differentiation and intervention to support our Special Education, ELL and lower performing populations.
- We have a need to support a relatively new and inexperienced staff towards being able to design and implement exciting, exhibition-based instruction and more effectively move our student population forward in terms of achievement.
- We have a need to acculturate staff and students to a community culture where we are all accountable to one another for the school we want to have .

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 1. School community must come to agree about the domains that make up the schoolwide instructional framework during PD sessions.
 2. Groups focus on one domain each to identify what this would look like at each performance level (either in instruction or planning) and align the language to school-specific structural systems including UbD, Habits of Mind, Exhibitions, and Portfolios.
 3. Leadership team uses rubric and framework drafts to finalize the finished documents.
 4. Leadership team uses framework documents to draft informal observation, mid-year and end-of-year framework documents.
 5. Teachers self-assess in all 10 domains during Chancellor's Day, eventually selecting two domains to serve as professional goals for the coming school year.
 6. Teachers identify next steps (using the language of the rubric) in each of the two selected domains.
 7. Supervisors review and use that information to plan goal-setting conversations and create preliminary critical friends groupings.
 8. Supervisors observe teachers three times per semester (either back to back in a composite or stretched out over the semester) and uses low-inference observations and the framework documents to lead a reflective conversation and identify next steps.

Strategies to increase parental involvement

- Parents play an important part in the cycle of feedback for staff and school leaders in the development and use of an instructional framework. Parents on the SLT will review framework documents in the spring and their feedback will be implemented in the eventual final documents. Parents will be kept aware of student progress on a continual basis through Family Conferences and EdLine online progress reports. Parents will also be part of student goal setting at least twice per year.

Strategies for attracting Highly Qualified Teachers (HQT)

- Highly qualified teachers will be sought via Open Market Transfer system, open house hiring events in the spring, and current staff referrals.
- Professional development will be provided for teachers throughout the year – teachers will participate in drafting and revising the framework documents, teachers will use the framework to set two teaching goals for the 2011-12 school year, teachers will form Critical Friends groups (based on common goals) that meet five to six times throughout the year to explore a common problem of practice using an inquiry approach, teachers will receive ongoing and regular feedback from administrators (both formal and informal) on the progress of their goals.
- An in-house math and literacy coach will be used to support individual teacher framework goals through mentoring and regular feedback.

Service and program coordination

- Several programs used to support students will assist us in helping teachers work on their framework goals – some of these programs include free school breakfast and free/reduced school lunch and RAPP (Relationship Abuse Prevention Program), These programs will support students' physical and social emotional needs in order to better facilitate their ability to take advantage of the instructional program we offer.

Budget and resources alignment

- Fair Student Funding will be allocated for the following: physical supplies and teacher salaries
- A combination of Fair Student Funding and Title I funding will be allocated to pay Grade Team Leaders and Department Chairs per session for overtime professional development work in developing and revising the Framework documents.
- Fair Student Funding will be allocated to pay for a Literacy and Math coach to support the work of our Math and English departments in developing teachers in connection to their framework goals and the CCLS tasks.
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Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- **Students will demonstrate progress in using evidence to support an argument. By June of 2012, 75% of students 9-11 will meet benchmark as evidence by the ELA DYO Assessment.**

Comprehensive needs assessment

- Spring 2011 ELA DYO Assessment Results in the area of using EVIDENCE to support an argument/thesis
9th Grade: 33% students not meeting benchmark
10th Grade: 33% students not meeting benchmark
11th Grade: 41% of students not meeting benchmark

Based on this end-of-year data, both grade teams and the ELA department felt that addressing the use of evidence was a priority across grade levels and disciplines.

Instructional strategies/activities

1) Teachers in Writers Lab (9th/10th) and ELA (11th/12th) will develop a Common Core-aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence to support a claim and counterclaim.

Teachers in grade/inquiry teams will present bi-weekly student work and participate in a protocol analyzing the use of evidence for the purpose of identifying gaps in student skills and creating teacher-specific as well as cross-discipline plans of action for addressing skill gaps in this standard. .

A)

1. Literacy coach will attend three ISA PDs to support the department in developing Common Core-aligned tasks to assess students' use of evidence in supporting an argument.
2. ELA departments identify places in their curriculum maps for the CCLS task/unit to live.
3. Each teacher will present early student work to complete an Evidence skill gap analysis during student work protocols (inquiry team) that take place every other Monday in grade teams..
4. Teachers plan their curriculum to address the identified gaps from the baseline student work.
5. Teacher teams reconvene to look a student work produced from the CCLS-aligned task/unit to evaluate success.

B)

1. Grade teams will begin meeting every other Monday for 45 minutes.
2. Teams will focus their inquiry work around student use of evidence.
3. Teams will co-design an interdisciplinary rubric outlining the mastery levels for using Evidence in each discipline.
4. Grade Team Leaders and Leadership Team will meet to plan a unified protocol for each presentation.
5. One teacher will present at each session using a protocol to unearth noticings and larger implications for the use of evidence in the discipline.

6. Teachers will take concrete next steps and apply them to future work.
7. Each teacher will present 2-3 times in a year.

Strategies to increase parental involvement

- Parents play an important part in the cycle of feedback for staff, students and school leaders in the progress of increasing students' performance using evidence. Parents on the SLT will review CEP goal in the spring/fall and their feedback will be implemented in the eventual final goal and action plan. Parents will be kept aware of student progress through anecdotal progress reports and through DY0 assessment performance scores on a continual basis through Family Conferences and EdLine online progress reports. Parents will also be part of student goal setting at least twice per year.

Strategies for attracting Highly Qualified Teachers (HQT)

- Highly qualified teachers will be sought via Open Market Transfer system, open house hiring events in the spring, and current staff referrals.
- Professional development will be provided for teachers throughout the year – teachers will participate in twice monthly inquiry team sessions looking at student work through the lens of evidence-use across disciplines. The ELA department, headed by our literacy coach, will participate in specific CCLS performance task training to perform a gap analysis, curriculum revision and task debrief where students will demonstrate their use of evidence through a CCLS-aligned task.

Service and program coordination

- Several programs used to support students will assist us in helping teachers improve students' performance in the area of evidence – some of these programs include free school breakfast and free/reduced school lunch and RAPP (Relationship Abuse Prevention Program), These programs will support students' physical and social emotional needs in order to better facilitate their ability to take advantage of the instructional program we offer.

Budget and resources alignment

- Fair Student Funding will be allocated for the following: physical supplies and teacher salaries
- A combination of Fair Student Funding and Title I funding will be allocated to pay Grade Team Leaders and Department Chairs per session for overtime professional development work in supporting the inquiry team work.
- Fair Student Funding will be allocated to pay for a Literacy and Math coach to support the work of our Math and English departments in developing teachers in connection to their framework goals and the CCLS tasks.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- **We will develop the capacity of Advisors to intervene and help teachers proactively solve lower level student discipline issues as they arise to reduce the number of suspensions and build a more positive culture around collaborative problem solving. Overall suspension rate will be reduced by 15% (compared to yearly rate in 2010-11).**

Comprehensive needs assessment

- During the 2010-11 school year, 14K404 issued 116 suspensions. Nearly 70% of these suspensions were issued in response to lower level (Level 3 and below) incidents including classroom disrespect, refusal to comply with the electronics policy and leaving the building without permission. Using suspension as a response did little to nothing to deter students from repeating these behaviors.

Instructional strategies/activities

1. Leadership team meets at ISA Summer Institute to troubleshoot the following elements of our discipline support system.
 1. Fairness Committee (limiting the number of students, developing the protocol)
 2. Advisory (revising the structure to allow for more bonding and trips)
 3. Response to electronics violations and leaving the building (away from automatic suspension)
 4. Salesforce (language of minuses – requiring advisor response)
 5. Case Conferencing
 6. Employing the protocol of Collaborative Problem Solving
 7. Severely limiting the number of students repeating a grade
2. During our whole staff PD in August, we will share, discuss and decide on changes to schoolwide discipline structures, emphasizing the role of Advisor as a means for intervention.
3. Leadership team will review Salesforce data every two weeks to monitor Advisor response.
4. Three PD sessions throughout the year will be devoted to whole staff support around Collaborative Problem Solving.
5. There will be a greater emphasis on family conferences as a response to students leaving the building.

Strategies to increase parental involvement

- Parents play an important part in the cycle of feedback for staff, students and school leaders in the progress of evidence us. Parents on the SLT will review CEP goal in the spring/fall and their feedback will be implemented in the eventual final goal and action plan. Parents will be involved in affective student goal setting as issues present themselves throughout the year. Parent meetings will take the place of suspensions in the following issues: if students refuse to comply with the electronics policy, students will have lunch detention until a parent comes to school for a meeting and if a

student leaves the building without permissions more than once in a two-week period, he or she will eat lunch with the principal until a parent comes to school for a meeting.

Strategies for attracting Highly Qualified Teachers (HQT)

- Highly qualified teachers will be sought via Open Market Transfer system, open house hiring events in the spring, and current staff referrals.
- Professional development will be provided for teachers throughout the year – teachers will participate in research-based training in identifying social-emotional lagging skills in students and supporting students and families using goal setting through the Collaborative Problem Solving method. Grade teams will meet weekly to case-conference specific students and carry out action plans for supporting and holding students accountable for their goals. Grade Team Leaders will receive additional training from the Principal, AP and Dean in supporting their teams of teachers.

Service and program coordination

- Several programs used to support students will assist us in Advisors intervene to support students’ affective goals – some of these programs include free school breakfast and free/reduced school lunch and RAPP (Relationship Abuse Prevention Program), These programs will support students’ physical and social emotional needs in order to better facilitate their ability to take advantage of the instructional program we offer. RAPP, in particular, will be used to support students who present with any issues related to unhealthy relationships and/or sexual harassment.

Budget and resources alignment

- Fair Student Funding will be allocated for the following: physical supplies and teacher salaries
- A combination of Fair Student Funding and Title I funding will be allocated to pay Grade Team Leaders

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- To increase our Social Studies' department's capacity (grades 9-12) to use DYO data as a tool to revise instructional planning and support the preparation for the SS Regents exams with the ultimate goal of demonstrating a minimum of 5% student growth in our SS DYO scores in each rubric category and a 7% gain in the Global and US History Regents exams from June 2011 to June 2012.

Comprehensive needs assessment

- Based on our January and June 2011 Regents results, 57% of students passed the Global History & Geography Regents exam and 67% of students passed the US History exam. After a comprehensive task analysis of the results, the vast majority of students within close passing range (56-64) failed to pass due to deficiencies in one or more of the essays (specifically in the area of using outside information).

Instructional strategies/activities

- a) The Social Studies' department, led by our SS Dept Chair, will meet at least once per month.
- b) In department meetings, the team will review one another's curriculum maps and unit plans for alignments to the CCLS and to the essential skills on the Regents exams.
- c) The two-year Global course will be scaffolded in a careful scope and sequence of content and skills.
- d) The department will identify the most essential skills to use across grade levels in measuring student progress on the DYO assessments 3X per year.
- e) The department will identify essential routines to unify and scaffold across grade levels within the department.
- f) The department will routinely review student work (both DYO and less formal samples) for evidence of progress in the essential department skills.
- g) Students will participate in mock Regents in preparation for Jan retakes and June exam sittings.
- h) Department members will collaboratively review DYO data at each assessment period and create action plans for addressing skill deficits (both whole class and subgroup)
- i) SS teachers will lead individual students in a goal-setting activity around each DYO assessment period. Goals will be shared with students' Advisors and their families.
- j) Regents preparation will be offered after school and Saturdays in the 6 weeks leading up to each exam period. DYO data will be used to target and group students based on need and ESL and SPED teachers will join in supporting these subgroups.

Strategies to increase parental involvement

- Parents play an important part in the cycle of feedback for staff, students and school leaders in the progress increasing students achievement in the core social studies' skills and on the Global/US History Regents' exams. Parents on the SLT will review CEP goal in the spring/fall and their feedback will be implemented in the eventual final goal and action plan. Parents will be involved in DYO student goal setting throughout the year. Parents will

be notified of student progress towards meeting the goals of the Regents exam.

Strategies for attracting Highly Qualified Teachers (HQT)

- Highly qualified teachers will be sought via Open Market Transfer system, open house hiring events in the spring, and current staff referrals.
- Professional development will be provided for teachers throughout the year – social studies teachers will participate in professional development to share best practices and collaborate in critical friends groups to support their teaching goals.

Service and program coordination

Several programs used to support students will assist us in helping teachers improve their ability to use data to improve student performance– some of these programs include free school breakfast and free/reduced school lunch and RAPP (Relationship Abuse Prevention Program), These programs will support students’ physical and social emotional needs in order to better facilitate their ability to take advantage of the instructional program we offer.

Budget and resources alignment

- Fair Student Funding will be allocated for the following: physical supplies and teacher salaries
- A combination of Title I and Fair Student Funding will be allocated for Department Chair per session.
- Fair Student Funding will be allocated for Saturday and After School Regents Preparation.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	92	91	67	71	10	N/A	N/A	N/A
10	66	69	59	62	14	N/A	N/A	N/A
11	N/A	33	25	40	6	N/A	N/A	N/A
12	11	6	4	32	4	N/A	N/A	N/A

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>We are a multi-session school so our 37.5 minutes is folded into the instructional day. In addition to the extra time in each subject area that folding in requires, we provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, Delivery is small group or one to one At appropriate times of year, we hold Saturday school/Regents Prep for those students requiring additional support In the 9th grade, we offer a single period of ELA plus an additional period of Writing. At the 11th and 12th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams.</p>
Mathematics	<p>We are a multi-session school so our 37.5 minutes is folded into the instructional day In addition to the extra time in each subject area that folding in requires, we provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, Delivery is small group or one to one At appropriate times of year, we hold Saturday school/Regents Prep for those students requiring additional support At the 11th and 12th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams.</p>
Science	<p>We are a multi-session school so our 37.5 minutes is folded into the instructional day In addition to the extra time in each subject area that folding in requires, we provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, Delivery is small group or one to one At appropriate times of year, we hold Saturday school/Regents Prep for those students requiring additional support At the 11th and 12th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams.</p>
Social Studies	<p>We are a multi-session school so our 37.5 minutes is folded into the instructional day In addition to the extra time in each subject area that folding in requires, we provide Homework Center 3X a week for 1.5 hours for students at all grade levels. In HW Center, Delivery is small group or one to one</p>

	<p>At appropriate times of year, we hold Saturday school/Regents Prep for those students requiring additional support</p> <p>At the 11th and 12th grade level, we offer small group Regents preparation (both online and direct instruction) for students requiring additional support in passing their NY State Regents exams.</p>
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Mandated Counseling Students attend mandated group or individual counseling sessions according to IEP directives. These schedules are designed and carried out by each grade level counselor <p>In addition, at risk students are served by inclusion in a mandated counseling group, Advisory, drop in sessions or regular sessions as deemed by the grade level guidance counselor</p>
At-risk Services provided by the School Psychologist	<p>We share a Psychologist with the other school in our building and she supports us in evaluations and services for our Special Education students on an as needed basis</p>
At-risk Services provided by the Social Worker	<p>1. We have a social work from RAPP (Relationship Abuse Prevention Program) working with our students twice per week. She presents prevention curriculum through our Advisory program and meets with students in small groups and individually.</p>
At-risk Health-related Services	<p>Identified by guidance counselors and referred accordingly/appropriately.</p>

PARENT INVOLVEMENT POLICY

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

Academy for Young Writers' Parental Involvement Policy

- **Parents will be involved in the planning, implementation, evaluation and continuous improvement of programs funded through Title I SWP money in the following ways:**
- **Collaboration with the School Leadership Team and Parents' Association in terms of options and decisions regarding the use of Title One Money.**
- **Communication, through monthly newsletters and other material sent out to families, that is pertinent to the planning, implementation and outcomes of programs funded with Title One monies.**
- **An End of the Year Survey conducted with both students and parents asking them to evaluate the success of programs funded through Title One monies**
- **Parents and schools will share responsibility for student achievement in the following ways: quarterly family conferences around progress reports, portfolio defenses twice a year. By participating in each of these benchmark events jointly as a school-family partnership, the school and parent are joined in raising student achievement student by student**
- **An annual meeting will be convened for parents of participating students (which, in our case, because we are a SWP school, is all of our parents, within the first two weeks of school in September. An annual meeting will also be convened in June in order to review and evaluate the content and effectiveness of our parental involvement policy.**
- **Although Parents' Association Meetings are held monthly at a designated time, a flexible schedule on both the principal's part and on the part of each child's Advisor is instrumental in terms of allowing for as much parent participation as possible. Parents are always welcome to make an appointment with a child's Advisor at a time that is mutually convenient to both parent and Advisor. Concerns and issues will be communicated with the principal on an as-needs basis.**

- **Parents are provided with timely information about instructional programs, curriculum, performance standards and assessment tools in the following ways: Monthly newsletter, quarterly progress reports, and quarterly family conferences, Interim Assessment reports generated by a database we use called Salesforce. In addition to this, we have a system of academic alerts that allows teachers to alert a child's academic advisor electronically so that a home contact can be made. We also have the following events to ensure that parents understand curricular goals in each classroom: Curriculum Night and Exhibition Night.**
- **All concerns regarding the use of Title One Funds should be directed to our Parent Coordinator and will then go through the proper channels to reach the principal of the school and, if necessary, the Network Leader**
- **The school is committed to providing all written and oral communication in home language**

The annual review for the Parental Involvement Policy takes place each September, before the policy is disseminated to students and families.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn;

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Christop Groll	District 14	Borough Brooklyn	School Number 404
School Name Academy for Young Writers			

B. Language Allocation Policy Team Composition [?](#)

Principal Courtney Winkfield	Assistant Principal Angela Pruitt
Coach	Coach
ESL Teacher Pamela Casna	Guidance Counselor Tamara Holzer
Teacher/Subject Area Adam Falkner	Parent
Teacher/Subject Area Alex Cuff	Parent Coordinator Raul Lopez
Related Service Provider Malcolm Purnell	Other
Network Leader Terry Byam	Other

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	405	Total Number of ELLs	10	ELLs as share of total student population (%)	2.47%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1.) Within 10 days of enrolling in our school the following occurs: Students and parents attend an orientation session. At this event all parents are given a Home Language Survey (HLIS) by our certified ESOL teacher Pamela Casna to identify the child's language proficiency, home language, as well as the primary language of prior schooling. If, based on the results of the HLIS, the child is identified as an English Language Learner, then the LAB-R is administered by our ESOL teacher. Additionally, Pamela Casna our ESOL teacher conducts an informal interview to learn about the student's primary and secondary language proficiencies, cultural background, prior schooling, and living situation. The interview is conducted in the child's primary language. If the ESOL teacher does not speak the child's primary language we schedule an interview with the child, the ESOL teacher and an interpreter. If, based on the HLIS, the child is eligible to take the LAB-R, then the assessment is proctored by our ESOL teacher. The exam is scored in-house and then sent for official marking. In May, each ELL is administered the NYSESLAT exam based on their testing accommodations by the ESOL teacher, Pamela Casna. The test is administered on the dates provided by the state and scored in house and at a separate facility based on state instructions. The school also uses ATS reports in order to determine the annual eligibility of students for both ESL support and NYSESLAT roster. The school ensures all four of the NYSESLAT are administered to eligible students by appointing a team to oversee the testing accommodations/procedures.

2.) Parents of students that are determined to be Limited English Proficient are contacted first by phone by either our ESOL teacher, Pamela Casna, or our ESOL teacher, Pamela Casna and an interpreter to schedule a English Language Learner orientation facilitated by our ESOL teacher, Pamela Casna. If we are unable to make phone contact we ask the student to bring in his/her parent guardian, we mail home an invitation, and we continue to seek a working telephone number of another relative. In this session parents view an orientation video and learn about the models for bilingual education in New York City (e.g., Dual Language, Transitional Bilingual, and Stand Alone English as a Second Language). Our Stand Alone English as a Second Language program is described and parents complete a program survey, knowing they have the right to request a school that offers another program. Parents also receive an 'eligibility letter' to inform them about the child's identification and the child is enrolled in the appropriate program. Each spring, students take the NYSESLAT. Students are prepared through our Freestanding ESL program all year in all of their classes, are given personalized support by our ESOL certified teacher, and engaged in trainings the week before the exam to learn about the purpose, format, and goals of the NYSESLAT exam. If parents choose a program that we do not currently offer, we honor this choice and support students and parents in identifying a suitable program by providing a list of schools in their region that provides the dual-language or transitional bilingual program they are seeking. If parents choose a program that later becomes available at the school, the parent coordinator and the ESOL teacher reach out to those parents and inform them of the program and its components. Parent program selections surveys are stored in student cumulative records in order that parents can be contacted in these cases.

3.) ESOL Teacher Pamela Casna, Parent Coordinator Raul Lopez, and Academic Dean Aaden Stern work in collaboration to ensure that Entitlement Letters are distributed and that Parent Surveys and Program Selection Forms are collected. The team works together to track the submission of forms, ensure translations are sent in appropriate languages, and to make calls and to follow up on

yet to be submitted forms. Our goal is for parents to be fully informed and to make the best educational choice for their child. Additionally forms are collected, filed, and stored in student cumulative records within ten days of enrollment.

4.) We are committed to supporting all ELLs with a rigorous and supportive Stand Alone English as a Second Language instructional program. Our only criteria, is that our students are aware of this method of acquiring English, that they are aware of other programs, and that they choose our school’s instructional program with this knowledge. We hold Parent Conferences twice a year and portfolio presentations once a year and make translators present at these events. Additionally, we share results of NYSESLAT data with students and parents as soon as results become available. Our ESOL teacher, Pamela Casna shares the data with staff and students and we set specific language learning goals based on the NYSESLAT results. ELL students who continue to eligibility families are informed of this continuation of services by being sent continued entitlement letters from the school. A copy of these letters are kept in the students CUM record. We translate written correspondences for our many families, of ELLs and former ELLs, and English proficient student’s whose families speak other languages at home.

5.) After reviewing the Parent Survey and Program Selection forms for the past five years it is clear that parents that are informed and are continuing to choose our instructional program. Of the 10 forms we have received 10 have selected our Stand-Along English as a Second Language program. We have not enrolled the requisite number of students to create a Transitional Bilingual Education cohort or a Dual Language program and parents have not requested these programs.

6.) Based on the data in the program surveys we believe that the instructional program we are offering is aligned with parent requests. We will continue to analyze parent survey data and seek opportunities to further adjust and align our program offerings to meet parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained										2	3		1	6
Push-In										3	4		1	8
Total	0	5	7	0	2	14								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	5

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	2	0	0	3	0	1	5	0	2	10
Total	2	0	0	3	0	1	5	0	2	10

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	5		1	10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	4	5	0	1	10								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Our students are programmed heterogeneously in blocks organized by year-group cohort (e.g., 9th grade, 10th grade, 11th grade, 12th grade). English Language Learners are programmed in the same block within their cohort and our ESOL Certified teacher provides push-in support in English Language Arts. Additionally, students enroll in a stand-alone ESL course. All instruction is delivered through our school model of planned exhibition-based learning which includes units and lessons planned using Understanding by Design. All activities and units emphasize our 'habits of mind' and are organized around clear language, skill, and content learning objectives.

2. Currently we offer push-in support in English Language Arts classes as well as a free-standing 'self-contained' ESL class for English Language Learners as the primary method of support and compliance for CR-Part 154. 9th graders and 10th graders (intermediate and advanced) are serviced for 400 minutes/week: 150 minutes in a free-standing ESL class taught by Pamela Casna (ESOL certified) and 250 minutes in English Language Arts classes co-taught by Pamela Casna and a 9th and 10th grade English Language Arts teachers, Adam Faulkner and Alex Cuff. This exceeds the CR-Part 154 mandate of 180 minutes/ week for advanced students and 360 minutes/week for intermediate students. Our beginning 12th grade ELL is serviced via a stand alone ESL class for 250 minutes /week and a co-taught English Language Arts class with our ESOL teacher Pamela Casna and Adam Faulkner for 250

A. Programming and Scheduling Information

minutes per week. ELLs are programed in the same cohort so that the ELL teacher can effectively offer push-in support and so teachers can incorporate language acquisition instruction for students with similar language learning needs. 9th grade ELLs take a double period ELA course that meets for 440 minutes/week. 10th and 12th grade English Language Learners are enrolled in an ELA course for 240 minutes/week. These ELA courses prioritize teaching the 'habits of mind' with differentiated reading materials and authentic writing tasks, and to master the ELA New York State Standards. Overall, the goal of our Freestanding ESL program is to foster full English proficiecy of ELA, ESL, and NLA New York State Standards. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESOL and subject area teacher, specifically in ELA, for materials and texts used for classroom instruction.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
- Balanced literacy instruction in ELA, ESL, and NLA courses with an emphasis on making active reading strategies (infering, questioning, making connections, monitoring for meaning, summarzing, predicting) explicit.
- Explicit, contextually relevant vocabulary instruction.
- Access to and explicit lessons on the use of digital and paper-book tranlsation dictionaries.

Beyond our CR-PART 154 compliance mandates, we emphasize language acquisition and writing across all core subject areas. We are also especially mindful to involve our ESL students for all additional services such as:

- Homework Center 2X a week
- SAT Prep courses
- After School Enrichment Programs

3. Our departments are implementing the following practices to make content comprehensible and to enrich language development.

- Making vocabulary instruction relavant and meaningful for all students by anal
- Providing a variety of mini-lessons to make content concepts clear (e.g. modeling, use of visuals, graphic organizers, use of technology, hands-on activities)
- Providing differentiated resources and native language resources in all courses especially Humanities courses to build language acquisition.
- Implementing scaffolding techniques in a unified manner across grade levels so that students are experiencing similar pedagogical strategy across all subject areas
- Creating a print rich environment with ample examples of exemplary student work
- Using and displaying rubrics that highlight benchmark criteria for assignments and exhibitions
- Displaying a comprehensive review of key vocabulary through use of word walls
- Providing opportunities for students to be involved in purposeful writing and verbal presentations to practice their language skills in an authentic way
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Implementing a print rich environment, including the use of ESL dictionaries and Glossaries.
- Ensuring the identification and analysis of student strength and weakness to drive and differentiate instruction

4. We ensure that ELLs are appropriately assessed in their native language by providing LAB-R exams in native languages to ELLs when they enter the school. This gives the school and the ESOL teacher, Pamela Casna, an accurate understanding of native language literacy.

5. All teachers use periodic assessment data from our “DYO Assessments” to learn about their students, to set learning goals with students, and to strategically differentiate instruction. Our school’s mission around writing means that we teach writing across the curriculum and our approach in which teachers design and implement periodic assessments ensures that teachers develop a heightened awareness to the literacy learning needs of all our students including our English Language Learners. Additionally, our ESOL teacher and Assistant

A. Programming and Scheduling Information

5.d. Our plan for Long Term ELLs (completed 6 years) includes the following:

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. All of our 10 ELL students are receiving targeted interventions. Teachers use periodic assessment data to focus in on skills in which our students need support. Most of our ELLs need support in academic reading and writing, and can build on strong basic interpersonal communication skills. Our range of interventions are all offered in English and Spanish and include:

- Homework Center
- Credit Recovery and Regents Review Courses
- Saturday SAT courses/Saturday Regents' Review Courses
- Translation and Interpretation Services through our Parent Coordinator and Guidance Counselor

9. Students that have attained proficiency level performance on the NYSESLAT continue to receive support from our ESOL Certified teacher. Additionally, they benefit from regular academic advisement in advisory sessions that meet 4 times each week. Former ELLs also engaged in morning tutoring, homework centers, Saturday SAT courses/regents review courses. Like all students they benefit from regular academic goal setting and from reflecting on academic development through school structures like, periodic assessments, portfolio presentations, and exhibitions of student work. Former ELL students are also offered test prep to ensure success on exams. ELL students who have recently passed the NYSESLAT are offered testing accommodations including native language dictionary access, time extensions, and location needs are met for these students.

10. In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154,
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based instructional strategies,
- Analyze ELLs data, using city assessments, state assessments and our own periodic assessment system, to become well-informed about the performance of each language learner in order to make sound educational decisions,
- Provide opportunities for students to be involved in purposeful writing and verbal presentations to practice their language skills in an authentic way,
- Incorporating all language modalities during the lesson, e.g. group discussions, journals,
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive differentiated instruction,
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners,
- Ensure that administration works closely with teachers (ELA and ESL) to support rigorous instruction.

11. At this time we are not discontinuing any of our programs.

12. Teachers offer a range of afterschool activities and ELLs have full access to these academically enriching activities. We are planning to offer Chess Club, Math Club, Poetry Club, dance, magazine, as well as track and basketball.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
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Science:

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
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2. In addition to the above trainings our staff engages in trainings to prepare for the intake process and to prepare for orientation sessions before the school year begins. Additionally most staff members serve as an academic advisor and have a role on a grade-level team of advisors. The 9th grade team meets before the school year begins to create an advisory curriculum that ensures a seamless articulation from 8th grade middle schools to our 9th grade experience. Advisors focus on establishing common advisory rituals, methods for explicitly teaching school-wide practices like class Exhibitions, student Portfolio presentations, and the Habits of Mind. Additionally, 9th grade advisories engage in academic advisement, academic goal setting, and team building exercises and service learning trips. These structures are in place to ensure that every student has an adult advocate in the building, to ensure that parents have a strong relationship with at least one teacher, and to develop positive peer relationships amongst our 9th grade cohort.
3. Our Professional Development Training for all teachers will focus on the following:
- Whole staff works on identifying the different components of differentiated instruction (assessment, materials, access to learning styles, etc) and review of lessons and unit plans within this context
 - Whole staff work on language acquisition and language objectives alongside skill and content objectives across subject areas
 - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible
- Additionally, the assistant principal, academic dean, teachers, guidance counselors, ESOL teacher, special education teacher, and parent coordinator engages in routine professional development activities which will deepen the skills and awareness gleaned at our ELL specific professional development sessions.
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E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Each student has an academic advisory that meets for 40 minutes four days a week. Academic advisors are the primary connection between the school and parents/gaurdians. All teachers, assistant princiapal, dean, and guidance counselors serve as academic advisors. Advisors share academic data, make regular phone calls home, and meet with parents for parent-teacher meetings twice a year. Additionally, our PTA is active and includes parents of ELLs. The team meets at least once a month around a variety of school related activities and events.

2. At this time the school partners with College Bound, EL Puente. College Bound provides a full-time staff member that works with students on the college search and application process. Additionally, our College Bound counselor provides monthly parent workshops to support parents with the college admissions process, scholarship applications, as well as financial aide, and identifying post secondary

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4. How do your parental involvement activities address the needs of the parents?

1. Each student has an academic advisory that meets for 40 minutes four days a week. Academic advisors are the primary connection between the school and parents/guardians. All teachers, assistant principal, dean, and guidance counselors serve as academic advisors. Advisors share academic data, make regular phone calls home, and meet with parents for parent-teacher meetings twice a year. Additionally, our PTA is active and includes parents of ELLs. The team meets at least once a month around a variety of school related activities and events.

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3. We evaluate the needs of parents by sending out surveys modeled after the New York City School Progress Report. Additionally our parent coordinator hosts regular events that address unique needs that parents express. Our parent coordinator and assistant principal jointly publish a monthly newsletter to all parents summarizing upcoming school events, parent meetings, school leadership team meetings, as well as parent workshops lead by our College Bound counselor.

4. Our parent coordinator works with the school leadership team and the PTA to create events and activities that address the needs of parents. Our primary focus has been financial aid, financial literacy, high school graduation requirements, and supporting students on the road to college.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

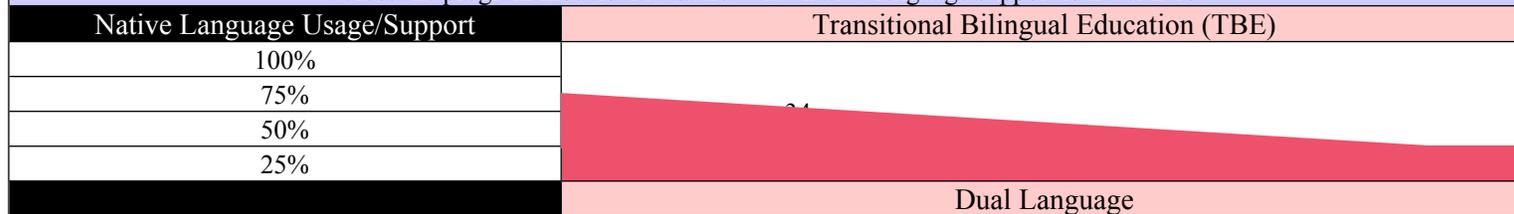
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
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FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



B. Programming and Scheduling Information--Continued

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3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Our ESOL certified teacher will be engaging in the all staff activities described below as well as district and network ELL specific trainings focusing on administration of the NYSESLAT, best practices for literacy instruction for ELLs at the secondary level, as well as other symposiums and conferences offered through the New York State Teachers of English as a Second Language.

2. In addition to the above trainings our staff engages in trainings to prepare for the intake process and to prepare for orientation sessions before the school year begins. Additionally most staff members serve as an academic advisor and have a role on a grade-level team of advisors. The 9th grade team meets before the school year begins to create an advisory curriculum that ensures a seamless articulation from 8th grade middle schools to our 9th grade experience. Advisors focus on establishing common advisory rituals, methods for explicitly teaching school-wide practices like class Exhibitions, student Portfolio presentations, and the Habits of Mind. Additionally, 9th grade advisories engage in academic advisement, academic goal setting, and team building exercises and service learning trips. These structures are in place to ensure that every student has an adult advocate in the building, to ensure that parents have a strong relationship with at least one teacher, and to develop positive peer relationships amongst our 9th grade cohort.

3. Our Professional Development Training for all teachers will focus on the following:

- Whole staff works on identifying the different components of differentiated instruction (assessment, materials, access to learning styles, etc) and review of lessons and unit plans within this context
- Whole staff work on language acquisition and language objectives alongside skill and content objectives across subject areas
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible

Additionally, the assistant principal, academic dean, teachers, guidance counselors, ESOL teacher, special education teacher, and parent coordinator engages in routine professional development activities which will deepen the skills and awareness gleaned at our ELL specific professional development sessions.

- Regular (1x a month) department meetings dedicated to peer-critiquing unit plans prepared using Understanding By Design unit plans so that they offer entry points to all students and are clearly scaffolded towards final product
- Regular (1X a month) meetings dedicated to looking at essential skills in student work from target populations.
- Quarterly professional development to support the creation and analysis of data from periodic assessments looking at cohort trends and specific subgroup progress.
- Differentiated best practice workshops to enhance differentiated instruction and build capacity in general education teachers to address the language needs of language learners.
- Weekly ‘case conferencing’ meetings in grade teams to identify academic and behavior interventions for individual students.
- Quarterly ‘learning walks’ that empower pedagogical staff to sharpen their lense for instructional practices and teacher moves that foster a differentiated, student-centered classroom.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Each student has an academic advisory that meets for 40 minutes four days a week. Academic advisors are the primary connection between the school and parents/gaurdians. All teachers, assistant princiapal, dean, and guidance counselors serve as academic advisors. Advisors share academic data, make regular phone calls home, and meet with parents for parent-teacher meetings twice a year. Additionally, our PTA is active and includes parents of ELLs. The team meets at least once a month around a variety of school related activities and events.

2. At this time the school partners with College Bound, EL Puente. College Bound provides a full-time staff member that works with students on the college search and application process. Additionally, our College Bound counselor provides monthly parent workshops to support parents with the college admissions process, scholarship applications, as well as financial aide, and identifying post secondary

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3. We evaluate the needs of parents by sending out surveys modeled after the New York City School Progress Report. Additionally our parent coordinator hosts regular events that address unique needs that parents express. Our parent coordinator and assistant principal jointly publish a monthly newsletter to all parents summarizing upcoming school events, parent meetings, school leadership team meetings, as well as parent workshops lead by our College Bound counselor.

4. Our parent coordinator works with the school leadership team and the PTA to create events and activities that address the needs of parents. Our primary focus has been financial aid, financial literacy, high school graduation requirements, and supporting students on the road to college.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)													1	1
Intermediate(I)										2	2			4
Advanced (A)										2	3			5
Total	0	0	0	0	0	0	0	0	0	4	5	0	1	10

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													1
	I										2	2		
	A											3		
	P													
READING/ WRITING	B													1
	I										2	2		
	A											3		
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	1	0	1
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	1	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. We use teacher crafted DY0 periodic assessments to learn about our students' skills and proficiencies. As a school we have developed a collection of writing and reading assessments that are used to pinpoint skills and knowledge that students have, that students are developing, and that students need to develop. While we do not use official state or city assessments, we do use the QARS and the

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Academy for Young Writers</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Courtney Winkfield	Principal		1/1/01
Angela Pruitt	Assistant Principal		1/1/01
Raul Lopez	Parent Coordinator		1/1/01
Pamela Casna	ESL Teacher		1/1/01
	Parent		1/1/01
Adam Falkner/ English	Teacher/Subject Area		1/1/01
Alex Cuff/ English	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Tamara Holzer	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **14K404** School Name: **Academy for Young Writers**

Cluster: **4** Network: **404**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Language survey, orientation meetings for parents and students, blue cards, ATS and advisory outreach for all parents all provided information on the language requirements for our students and families. This information was passed onto the parent coordinator.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Once the information was gathered, staff was informed in a general meeting of the translation services available.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translation services are provided by the Parent Coordinator. All information sent to the parents regarding school activities and academic updates are simultaneously sent home in both Spanish and English. To date, only Spanish and English are a need for parents.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services are provided by the parent coordinator, two school aids, and three teachers who are fluent in Spanish. This service is provided for planned and unplanned parent meetings around all school related concerns. The Academy of Young Writers provides interpretation services (either on-site or over-the-phone) during regular business hours to parents whose primary language is a covered language.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents are notified of translation services when they enter the main office of the school. This is in writing and posted on the wall by the entrance of a school in each of the appropriate covered languages indicating the availability of language services.